DOCUMENT RESUME

ED 216 722 JC 820 191

AUTHOR Kelly, J. Terrence; Anandam, Kamala
TITLE Computer Enhanced Academic Alert and Advisement System.
PUB DATE Nov 79
NOTE 39p.; Paper presented at the 1979 CAUSE National Conference (Orlando, FL, November 27-30, 1979).

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS Academic Achievement; *Academic Advising; Academic Standards; Community Colleges; *Computer Oriented Programs; *Feedback; Program Descriptions; Program Design; Program Development; *Student Evaluation; Two Year Colleges
IDENTIFIERS *Miami Dade Community College FL; *Response System with Variable Prescriptions

ABSTRACT

This paper describes Miami-Dade Community College's (MDCC's) Academic Alert and Advisement System (AAAS), which uses a powerful and sophisticated computer system called Response System with Variable Prescriptions (RSVP) to provide students with information about their progress in a course midway through the term. The paper begins by outlining the educational problems facing community colleges and the curricular and policy changes undergone by MDCC in response to these challenges. Next, it explains the RSVP system and its place in the three-level design of AAAS. The paper notes that at the first level, sources of student data for the system were delineated; at the second, the relevant student attributes and course information from the database were identified; and at the third, the selected pieces of information were combined to form meaningful groups of students for variable computer-generated feedback statements. Charts are provided to illustrate the formation of the student groups to receive specific types of progress reports, advisement for future registration, reports on previous term status, and statements of progress in the current term. After describing the developmental phases of AAAS and its implementation, the paper offers information on AAAS's favorable reception by faculty and students and other outcome data. Appendices provide MDCC's Standards of Academic Progress and summary reports from the faculty and student evaluations. (HB)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED216722

Computer Enhanced Academic Alert and Advisement System

Dr. J. Terence Kelly
Vice President for Education
Miami-Dade Community College
11011 S.W. 104th Street
Miami, Florida 33176

Dr. Kamala Anandam
Director
Computer-based Instructional Development and Research
Miami-Dade Community College
11011 S.W. 104th Street
Miami, Florida 33176

1979 CAUSE National Conference
November 27-30, 1979
Orlando, Florida

JC 820 191

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

Bob McCabe

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☐ This document has been reproduced as received from the person or organization originating it.

☒ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

Background Information

Miami-Dade Community College started in 1960 in temporary facilities with approximately one thousand students. Today the College has four campuses, offers educational programs in some two hundred other sites in the greater Miami area, has developed an extensive home-based program through the use of radio and television, and has a credit enrollment in excess of 43,000 and a total enrollment of some 58,000 students. Over the years the College has earned a national reputation for exemplifying quality in the community colleges.

During the 1960's historians cited Miami-Dade as having the fastest growth rate of all American institutions of higher education. While the rate of growth of Miami-Dade has been phenomenal in terms of the number of students and faculty and the design of new facilities, the success story of Miami-Dade can be attributed to five essential factors: (1) the variety of educational programs; (2) the quality of the faculty; (3) the magnificent educational facilities; (4) the imaginative ways of administration; and (5) the long-term successes of the students.

Several years ago the Department of Health, Education, and Welfare selected what they described as the most outstanding colleges in the country for an in-depth study. As part of that study, they posed the obvious question to our College President, Dr. Peter Masiko, Jr., who has been with Miami-Dade for eighteen of its twenty years, "Why has Miami-Dade achieved such a phenomenal explosion of educational services and reputation?" His answer was, "We had at least some of the right answers at the right time."

While it is clear that the College had some of the right answers in the 1960's and 70's, it is equally evident that those institutional responses are not appropriate for Miami-Dade Community College in the 1980's. Because of our fundamental realization that the 1980's require new directions and a different thrust in the administration of "equal access/equal opportunity" in order to keep the College's open-door policy in effect, Miami-Dade has set forth a massive institutional change. The college's Executive Vice President, Dr. Robert H. McCabe, refers to the seven-year plan as a reformation of the college.

At the heart of Miami-Dade's reformation is a thorough review and revision of the General Education program, described fully in a book entitled General Education In A Changing Society. The rationale for the changes and a detailed description of the proposed program and related educational support services are presented fully in this book. An integral part of the changing academic environment at Miami-Dade has been the implementation of a new set of Standards of Academic Progress. (See Appendix A for details of the new Standards of Academic Progress.) These new standards have had a dramatic impact on Miami-Dade. Since their implementation in Fall Term, 1978, the College has suspended 3,410 students for lack of sufficient academic performance. At the time of implementing the new standards, the College made a firm commitment to provide better services to its students and thus prevent suspension.

J.D. Lukenbill and R.H. McCabe, General Education in a Changing Society, Kendall/Hunt Publishing Company, 1978.

It is clear to the administration of Miami-Dade that the current problems of education in the community colleges in Florida are caused by several factors, namely: (1) a growing public dissatisfaction with education at all levels; (2) a genuine concern about the basic skills of students; (3) the continued emphasis on equal access and equal opportunity; (4) other surging social needs in competition with education for dollars; (5) the continual lack of student performance as measured by the SAT scores; and (6) shrinking resources and a host of other related problems. Under these circumstances, it has become apparent that drastic changes are needed, if there is to be any real promise for breaking through in the area of productivity of learning. These drastic changes revolve around more care and precision in bringing students into the institution, advising them early in their academic career about their progress, providing the appropriate help for those students who are having difficulty, and prescribing acceleration programs for those students who could benefit from them. What is in effect at the institution is an entirely new "student flow" as shown in Appendix B.

Miami-Dade looked at its own resources and determined that, given the existing resources and the prospect of no new state resources forthcoming, there was no way possible to achieve the goals of better advisement and, in the end, a better education for its students unless creative applications of computer technology could be developed. Harnessing all the human resources--ideas, commitment, and teamwork--available at the college, the institution has developed two massive computer-based advisement systems that operate on the existing computer facilities. These two advisement

systems are: (1) Academic Alert and Advisement System, and (2) Advisement and Graduation Information System.

This paper describes the preventive measure available in the Academic Alert and Advisement System, which uses a powerful and sophisticated system called RSVP (Response System with Variable Prescriptions), to provide students with information about their progress in courses earlier than the end-of-term grades. The applications of RSVP are generally in the instructional area. It is a flexible instructional system that is applicable to any course at any level and is essentially "faculty programmed." The faculty shape the direction and the role of the system. It is not an interactive system in the sense that there is no one-on-one interaction between the students and the computer. In most applications, neither the faculty members nor the students ever see a piece of computer equipment. In 1978, RSVP was used for the Academic Alert and Advisement System for dealing with a large number of students on an individual basis.

RSVP Computer System

RSVP (Response System with Variable Prescriptions) is a computer system that operates on an IBM 370-155 with the operating system OS. Being "content" and "context" free, RSVP can be programmed to provide individualized feedback in the print mode, customarily referred to as an RSVP letter. Since 1970, RSVP has been used for individualized instruction in basic skills programs (reading, writing, and mathematics), on-campus courses, and television and radio courses offered to distant learners. Since the RSVP system can be user programmed, each application of RSVP is

unique in fulfilling the goals of the faculty and the needs of the students. In 1978, the use of RSVP was expanded to include advisement.

Design for the RSVP Academic Alert and Advisement System

At the first level of drawing up the design, the sources of student data for the RSVP Academic Alert and Advisement were delineated. These included: 1) student data base consisting of student characteristics and course and transcript information, 2) student test scores on reading and mathematics, and 3) information about student performance and attendance halfway into the term. The design as conceptualized at this level is illustrated in Figure 1. While a computer record system already existed for student data base and test scores, the methods of collecting information on the faculty's midterm evaluations of students' performance and attendance was developed specially for this program.

At the second level of drawing up the design, the relevant student attribute and course information from the student data base were identified. These included:

Age

Native language

Visa status

Scholar's grant

Financial aid status

Veteran's benefit status

Enrollment status

Advisement status

Type of Courses

ACADEMIC ALERT AND ADVISEMENT SYSTEM

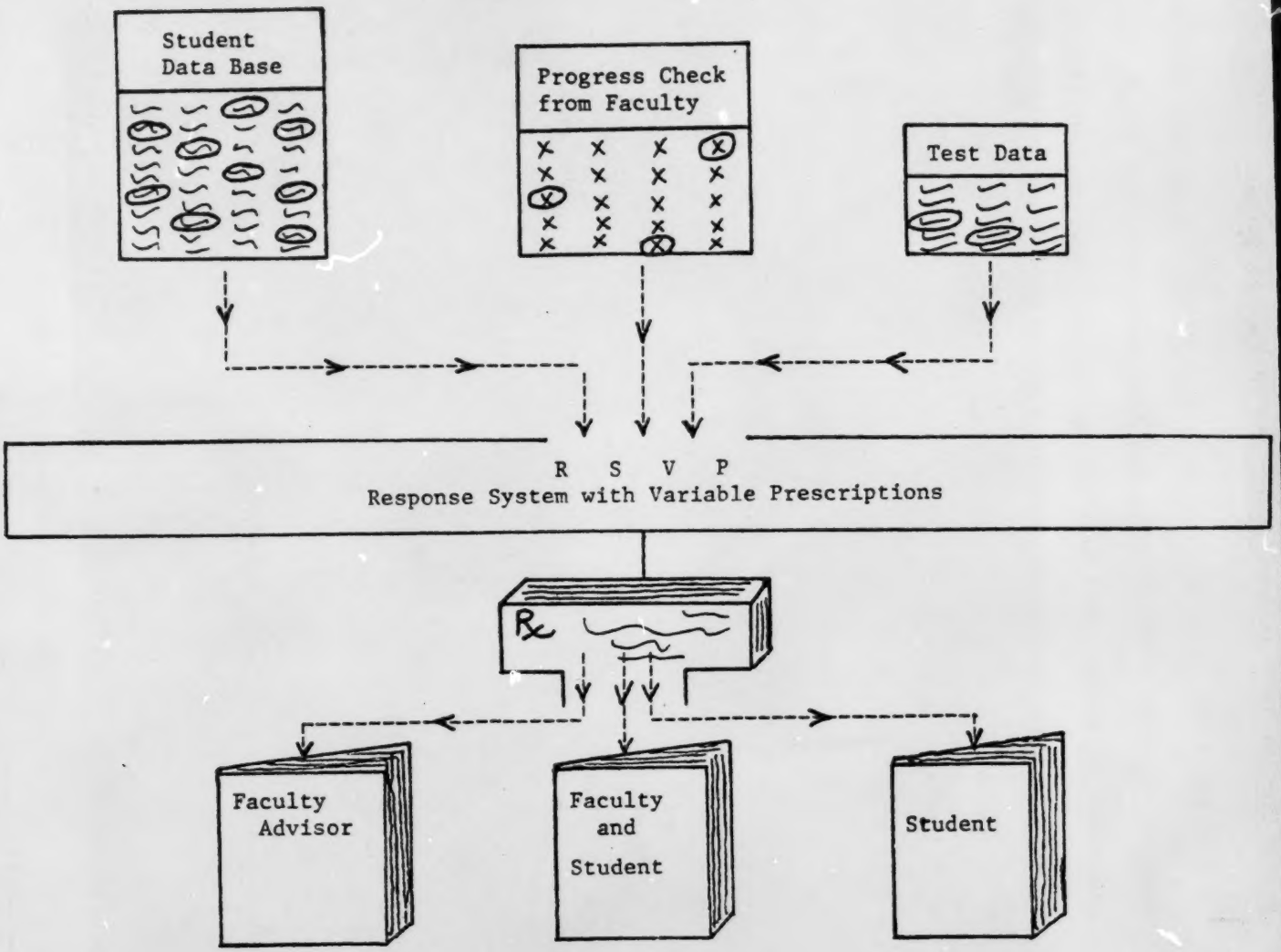


Figure 1

Number of courses registered

Number of courses dropped

Number of credits registered

Number of credits dropped

Cumulative grade point average

Cumulative hours registered

Cumulative hours attempted

Cumulative hours dropped

Cumulative hours earned

Standard of Academic Progress status

Previous term enrollment

Previous term performance

At the third level, the selected pieces of student attribute and course information were combined in a manner to form meaningful groups of students for variable feedback statements. Charts 1-7 on the following pages illustrate the formation of these groups. Charts 1-3 pertain to the new students (first-time-in-college and transfer students) and Charts 4-7 apply to the continuing students. Each chart includes two parts: (a) the primary feedback statements written, for example, for groups A-N in Chart 1 and (b) the secondary feedback statements written, for example, for additional considerations 1-4 in Chart 1.

Chart 1

Report on Progress

Students: New Students at Miami-Dade

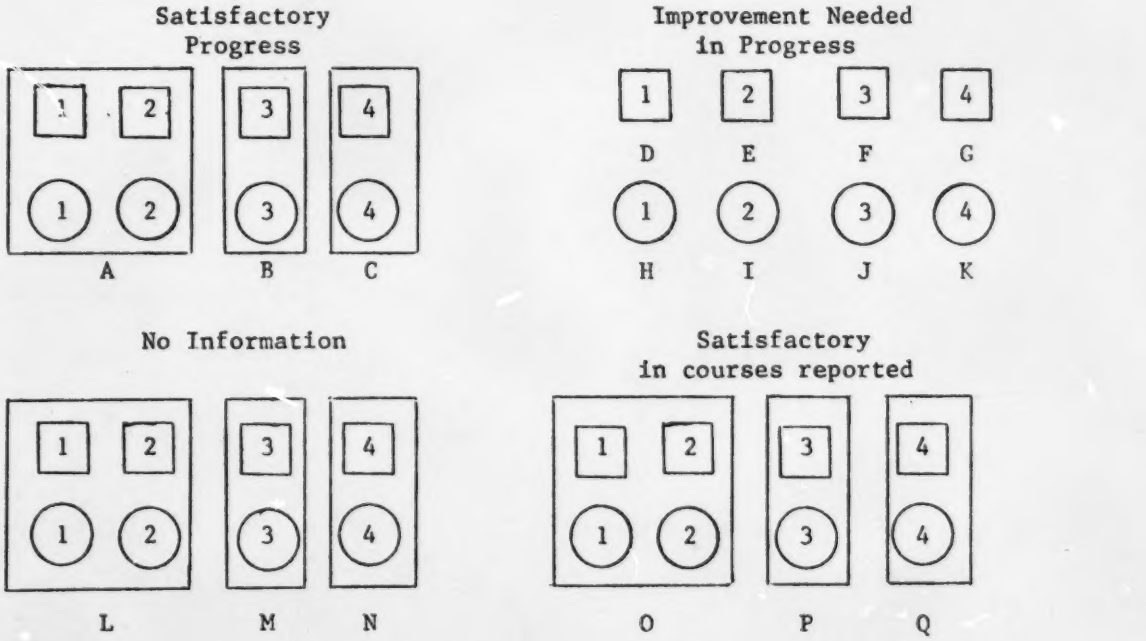
Factors Considered for Variable Feedback:

Faculty Evaluation . . . Satisfactory (all courses), Improvement Needed (in one or more courses), No information for any course, Satisfactory in courses reported

Course Load . . . . . 12 or more credits = □ less than 12 credits = ○

Reading Score . . . . . High = 1, Medium = 2, Low = 3, No information = 4

Groups Formed (A-Q) as shown below (excluding credit by exam, life-experience, community extension, Fire Science, and Open College courses):



Additional Considerations for Variable Feedback on Progress:

(1) Poor attendance reported by faculty in one or more courses (Groups A-Q)

(2) Receiving veteran's benefits (Groups D-K)

(3) Credit by exam, life-experience, community extension, Fire Science, Open College courses, or any combination to indicate that those courses are excluded from the progress report

(4) Receiving financial aid (Group D-K)

Chart 2

Advisement for Future Registration

Students: 1) First-time-in-college students
2) Transfer students who are not under SOAP*

Factors Considered for Variable Feedback:

Program Code . . . . Decided (Program Codes not included in the Undecided or in Non-degree), Undecided (Program Codes ØØ, PC, AS), Non-degree (98, Z5-Z8)

Withdrawal . . . . . Withdrawn one or more courses but not all = □
Since 100% Refund No withdrawals = ○

Advisor Code . . . . Faculty/Department Advisor = 1, Self-advised or no information = 2

Groups Formed (A-L) as shown below:

Decided		Undecided		Non-degree	
□1	□2	□1	□2	□1	□2
A	B	E	F	I	J
○1	○2	○1	○2	○1	○2
C	D	G	H	K	L

Additional Considerations for Variable Feedback for Advisement:

(1) All courses taken off-campus (Groups A-L)

(2) English is non-native language (Groups B, D, F, H, J, L)

(3) Open College courses

*Academic Standing is satisfactory under the Standards of Academic Progress

Chart 3

Advisement for Future Registration

Students: Transfer students who are under SOAP*

Factors Considered for Variable Feedback:

Withdrawal	Withdrawals since 100% refund, No withdrawals since 100% refund
Standards of Academic Progress (SOAP) categories .	Warning (Registered 7-16 credits, GPA less than 1.5)
	Probation - Withdrawal (Earned credit in less than half of 17-29 credits registered)
	Probation - GPA (Attempted 17-29 credits with less than 1.5 GPA)
	Suspension - Withdrawal (Earned credit in less than half of 30 or more credits registered)
	Suspension - GPA (Attempted 30 or more credits with less than 1.5 GPA)

Groups Formed (A-J) as shown below:

Withdrawals since 100% Refund	No Withdrawals since 100% refund
Group A = Warning	Group F = Warning
Group B = Probation-Withdrawal	Group G = Probation-Withdrawal
Group C = Probation - GPA	Group H = Probation - GPA
Group D = Suspension-Withdrawal	Group I = Suspension-Withdrawal
Group E = Suspension - GPA	Group J = Suspension - GPA

Additional Considerations for Variable Feedback for Advisement:

(1) All courses taken off campus (Groups A-J)

(2) Currently registered courses are in excess of credit limitation (Groups A-E)

(3) Currently registered courses are in excess of credit limitation (Groups F-J)

---

*Academic Standing is not satisfactory under the Standards of Academic Progress

Chart 4

Report on Previous Term Status

Students: Continuing and Non-continuing Students from Previous Term(s)

Factors Considered for Variable Feedback:

Cumulative GPA including Academic Standing category

Super (GPA 3.50-4.00) = 1
Okay (GPA 2.00-3.49) = 2
Danger Zone (GPA 0.00-1.99) = 3
Warning = 4
Probation - Withdrawal = 5
Probation - GPA = 6
Suspension - Withdrawal = 7
Suspension - GPA = 8
Extended Probation = 9
Extended Probation = 10
Dismissal after readmission = 11
Approved Appeal after suspension = 12
Approved Appeal after dismissal = 13
Registered Special Summer Course = 14
Graduated = 15

Continuing without a break previous major term

1 = A
2 = B
3 = C
4 = D
5 = E
6 = F
9 = G
10 = H
12 = I
13 = J
14 = K

Continuing after a break in previous major term

By Student Choice	For Academic Standing Requirement
1 = L	7 = W
2 = M	8 = X
3 = N	
4 = O	
5 = P	
6 = Q	
9 = R	
10 = S	
12 = T	
13 = U	
14 = V	

Non-continuing after being active previous major term

By Student Choice		For Academic Standing Requirement
1, 2 = 1	9, 10 = 4	7, 8 = 8
3 = 2	12, 13 = 5	11 = 9
4, 5, 6 = 3	14 = 6	
	15 = 7	

Additional Considerations for Variable Feedback:

(1) Receiving Veteran's Benefits (Groups D-K and O-X)

(2) Cumulative Credits Earned 30 or more (Groups 1-6)

Chart 5

Progress in Current Term

Students: Continuing Students

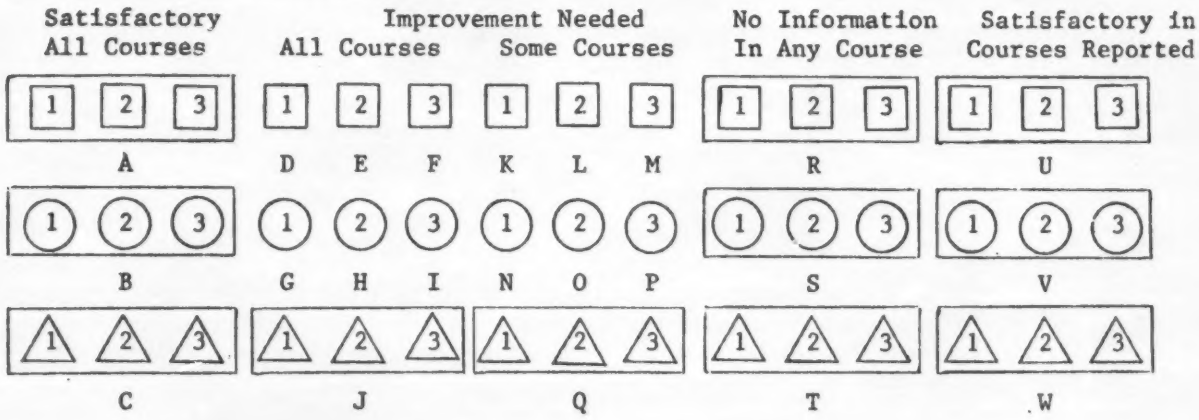
Factors Considered for Variable Feedback:

Progress: Satisfactory in all courses, Improvement Needed in all courses, Improvement Needed in some courses, No information for any course, Satisfactory in courses reported

Attendance: Satisfactory in all courses = □ , Needs improvement in one or more courses = ◯ , Partial or no information on attendance = △

Hours Registered: 1-3 credits = 1, 4-11 credits = 2, 12 or more credits = 3

Groups Formed (A-W) as shown below:


Satisfactory All Courses
Improvement Needed All Courses
Improvement Needed Some Courses
No Information In Any Course
Satisfactory in Courses Reported
1 2 3
A D E F K L M R U
1 2 3
B G H I N O P S V
1 2 3
C J Q T W

Additional Considerations for Messages for Variable Feedback on Progress:

(1) Withdrawn since 100% refund (Groups A-W)
(2) International student taking less than 12 credits and not under SOAP
(3) English is non-native language (Groups D-T)
(4) Credit by exam, life-experience, community extension, Fire Science, Open College courses (Groups A-W)
(5) Number of credits registered is in excess of credit limitation, dropped none
(6) Number of credits registered is in excess of credit limitation, dropped some, and still in excess
(7) Previous letter improvement needed ⟶ clear ⟶ this letter improvement needed
(8) Previous letter improvement needed ⟶ clear ⟶ this letter satisfactory (full or partial)
(9) Previous letter improvement needed ⟶ SOAP ⟶ this letter improvement needed
(10) Previous letter improvement needed ⟶ SOAP ⟶ this letter satisfactory (full or partial)

Chart 6

Advisement for Future Registration

Students: Continuing Students not Under SOAP*

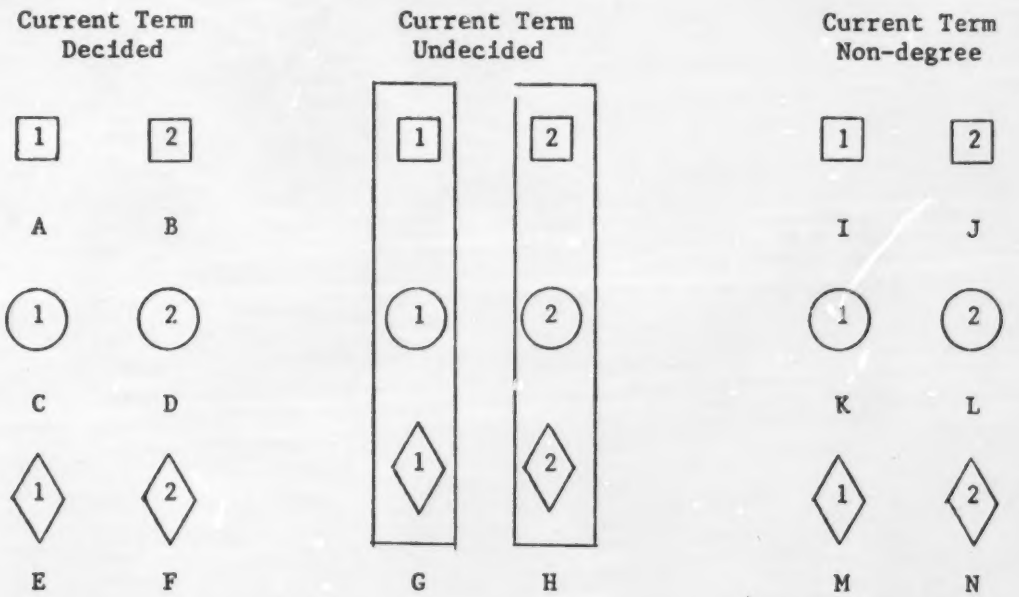
Factors Considered for Variable Feedback:

Current Program Code: Decided, Undecided, Non-degree (as described in Chart 2)

Previous Program Code: Decided = □ Undecided = ○ Non-degree = ◇

Advisement: Faculty-Advised = 1, Self-Advised = 2

Groups Formed (A-N) as shown below:



Additional Considerations for Variable Feedback for Advisement:

(1) All courses taken off campus (Groups A-N)

(2) 30 or more cumulative credits earned and current term undecided (Groups G-H)

(3) 30 or more cumulative credits earned and current term non-degree (Groups I-N)

*Academic Standing is satisfactory under the Standards of Academic Progress

Chart 7

Advisement for Future Registration

Students: Continuing Students Under SOAP*

Group A - Academic Warning

Group B - Academic Probation

Group C - Extended Probation

Group D - Approved Appeals

Group E - Special Summer Programs

---

*Academic Standing is not satisfactory under the Standards of Academic Progress.

RSVP selects one of the 17 primary messages in Chart 1 and as many secondary messages for which a student qualifies. The same principle applies to the other charts (2-7). In the RSVP letter received by the students the primary message along with the secondary message(s) for any one chart form one paragraph. Two paragraphs, one introductory and the other concluding, were designed to tie these paragraphs together to provide a sense of a personal letter. Some examples of these letters are shown in the following pages.

In this section on design we have described the conceptualization for RSVP Academic Alert and Advisement and the outcomes for the students in terms of the RSVP letters. The activities that took place between conceptualzation and outcome are covered under two sections: developmental phase and implementation.

Developmental Phase

The developmental phase involved several persons. At the initial stage, it involved the college's Executive Vice President and Vice President for Education. At the working level, it involved a college-wide committee with 3-4 representatives from each campus and the personnel from the Division of Computer-based Instructional Development and Research and the Division of Systems and Programming. The messages for Charts 1-3 were developed for the first-time implementation in Fall 1978 and those for Charts 4-7 were developed for implementation during the subsequent term. All in all, approximately 150 messages were written, differently for each campus to reflect that campus's unique philosophy and resources. Concurrently, the programming for extracting data from the college's data base for RSVP were carried out. The messages and computer programming have both undergone three refinements between Fall Term, 1978 and Fall Term, 1979 and continue to be refined.

MIAMI-DADE COMMUNITY COLLEGE
NORTH CAMPUS

ENCLOSURE

OCT. 10, 1979

THE NAME AND ADDRESS OF
THE STUDENT HAVE BEEN
REMOVED INTENTIONALLY

DEAR GEORGINA:

WE ARE PLEASED THAT YOU ARE CONTINUING YOUR EDUCATION AT MDCC. I NOTE YOUR GPA OF 2.00 INDICATES THAT YOU ARE HAVING DIFFICULTY. IF YOU CONTINUE TO HAVE DIFFICULTIES YOU CAN FIND HELP IN ACADEMIC ADVISEMENT, ROOM 1101, SCOTT HALL.

ONE OR MORE OF YOUR INSTRUCTORS HAS REPORTED YOUR PROGRESS AND ATTENDANCE IN THE 5 CREDIT HOURS OF COURSE WORK WHICH YOU ARE ATTEMPTING THIS TERM AS NEEDING IMPROVEMENT. TALK THE PROBLEM OVER WITH YOUR INSTRUCTOR(S) AND ASK FOR THE HELP YOU NEED. YOU MAY WANT TO REDUCE YOUR OUTSIDE ACTIVITIES OR YOUR COURSE LOAD. SHOULD YOU BE HAVING TROUBLE WITH ENGLISH, HELP CAN BE PROVIDED FOR YOU ON OUR CAMPUS. COME TO ROOM 1101 AND LET US KNOW IF YOU NEED HELP.

PROGRESS IS SATISFACTORY IN: DEP2000
PROGRESS IS NOT SATISFACTORY IN: APB2190
NO INFORMATION IS AVAILABLE ABOUT YOUR PROGRESS IN: APB2190L
ATTENDANCE IS SATISFACTORY IN: DEP2000
ATTENDANCE NEEDS IMPROVEMENT IN: APB2190
NO INFORMATION IS AVAILABLE ABOUT YOUR ATTENDANCE IN: APB2190L

REGISTRATION FOR THE NEXT TERM WILL BEGIN ON OCT. 29TH. I NOTE THAT YOU HAVE DECIDED ON A MAJOR. YOU SHOULD PLAN TO SEE A FACULTY ADVISOR IN YOUR CHOSEN ACADEMIC AREA TO HELP YOU PLAN YOUR SCHEDULE.

TAKE THIS LETTER WITH YOU WHEN YOU MEET WITH YOUR ADVISOR, YOUR PROFESSOR, OR YOUR COUNSELOR. BEST WISHES, GEORGINA, FOR A SUCCESSFUL TERM.

SINCERELY,
NICHOLAS D. GENNETT, DEAN OF
STUDENT DEVELOPMENT/LEARNING SUPPORT SERVICES

ENTERED
M-DCC 78-3

18

MIAMI-DADE COMMUNITY COLLEGE
SOUTH CAMPUS

OCT. 10, 1979

THE NAME AND ADDRESS OF
THE STUDENT HAVE BEEN
REMOVED INTENTIONALLY

DEAR MERCEDES:

WELCOME TO MIAMI-DADE SOUTH. SINCE THIS IS YOUR FIRST SEMESTER AT SOUTH CAMPUS, I HOPE THAT YOU ARE NOW INVOLVED IN OUR COLLEGE AND READY FOR AN ACADEMIC PROGRESS REPORT. THE FOLLOWING REPORT WILL ALERT YOU TO HOW YOU ARE PROGRESSING THIS TERM AND ASSIST YOU IN MAKING DECISIONS ABOUT YOUR PROGRAM OF STUDY.

CONGRATULATIONS...YOUR PROGRESS SO FAR HAS BEEN REPORTED BY ALL YOUR INSTRUCTORS AS BEING SATISFACTORY. IN ADDITION, YOUR READING SCORES ARE HIGH WHICH OFTEN CONTRIBUTES TO ACADEMIC SUCCESS.

I NOTICE, MERCEDES, THAT YOU HAVE NOT WITHDRAWN FROM ANY COURSES SINCE THE 100% REFUND PERIOD. THIS MAY INDICATE THAT YOU HAVE REGISTERED FOR AN APPROPRIATE SCHEDULE. YOU MAY STILL SELF-ADVISE FOR LESS THAN EIGHT CREDITS BUT YOU SHOULD KNOW THAT ADVISORS ARE AVAILABLE TO HELP YOU SELECT YOUR COURSES FOR NEXT TERM. GO TO CAREER PLANNING AND ADVISEMENT IF YOU ARE STILL UNDECIDED OR GO TO THE APPROPRIATE DEPARTMENT IF YOU HAVE SELECTED A MAJOR (LIST ENCLOSED). IF INTERESTED, ASK YOUR ADVISOR ABOUT COURSES OFFERED FOR STUDENTS WHOSE NATIVE LANGUAGE IS NOT ENGLISH.

IMPORTANT RESOURCE CENTERS:
LEARNING SUPPORT CENTER ROOM 6339, 8 AM TO 10 PM, 596-1337.
CAREER PLANNING AND ADVISEMENT ROOM 3232, 8 AM TO 8 PM, 596-1125.

BRING THIS LETTER WITH YOU WHEN YOU DISCUSS YOUR ACADEMIC PROGRESS WITH YOUR INSTRUCTORS AND WHEN YOU SELECT YOUR COURSES FOR NEXT TERM. I HOPE YOU FIND THIS INFORMATION HELPFUL AND I WISH YOU SUCCESS AT SOUTH CAMPUS.

SINCERELY,
BARBARA M. KRANTZ
DIRECTOR, CAREER PLANNING AND ADVISEMENT

ENTERED
M-DCC 79-1

MIAMI-DADE COMMUNITY COLLEGE
SOUTH CAMPUS

OCT. 10, 1979

THE NAME AND ADDRESS OF
THE STUDENT HAVE BEEN
REMOVED INTENTIONALLY

DEAR DEBORAH:

WELCOME TO MIAMI-DADE SOUTH. WHILE YOU HAVE HAD PREVIOUS COLLEGE EXPERIENCE, THIS IS YOUR FIRST TERM AT MIAMI-DADE. I HOPE YOU ARE INVOLVED IN OUR COLLEGE AND READY FOR AN ACADEMIC PROGRESS REPORT.

SO FAR YOUR ACADEMIC WORK IN AT LEAST ONE COURSE NEEDS IMPROVEMENT (SEE LIST BELOW). YOUR DIFFICULTY MAY BE A READING PROBLEM. I DO NOT HAVE A RECORD OF YOUR READING SCORES, HOWEVER, AND URGE YOU TO GO TO THE LEARNING SUPPORT CENTER AND HAVE YOUR READING SKILLS EVALUATED. I HOPE YOU WILL MAKE AN EFFORT TO ATTEND ALL CLASSES REGULARLY. IF YOU ARE HAVING DIFFICULTY IN COMPLETING WRITTEN ASSIGNMENTS, YOU CAN GO TO THE LEARNING SUPPORT CENTER FOR HELP.

IMPROVEMENT IS NEEDED IN YOUR PERFORMANCE AND ATTENDANCE IN: AFB2190
IMPROVEMENT IN PERFORMANCE IS NEEDED IN: APB2190L
ATTENDANCE IS NOT UP TO YOUR INSTRUCTOR'S EXPECTATIONS IN: DEP2000

I NOTICE, DEBORAH, THAT YOU HAVE NOT WITHDRAWN FROM ANY COURSES SINCE THE 100% REFUND PERIOD. THIS MAY INDICATE THAT YOU HAVE REGISTERED FOR AN APPROPRIATE SCHEDULE. IT IS NOW TIME TO SEE YOUR ADVISOR, GLORIA TUCKFIELD, ROOM 3232, PHONE 5961125, TO PLAN YOUR COURSES FOR NEXT TERM. IF YOUR MAJOR HAS CHANGED, CONSULT THE ENCLOSED LIST FOR THE CORRECT ADVISEMENT LOCATION.

IMPORTANT RESOURCE CENTERS:
LEARNING SUPPORT CENTER ROOM 6339, 8 AM TO 10 PM, 596-1337.
CAREER PLANNING AND ADVISEMENT ROOM 3232, 8 AM TO 8 PM, 596-1125.

BRING THIS LETTER WITH YOU WHEN YOU DISCUSS YOUR ACADEMIC PROGRESS WITH YOUR INSTRUCTORS AND WHEN YOU SELECT YOUR COURSES FOR NEXT TERM. I HOPE YOU FIND THIS INFORMATION HELPFUL AND I WISH YOU SUCCESS AT SOUTH CAMPUS.

SINCERELY,
BARBARA M. KRANTZ
DIRECTOR, CAREER PLANNING AND ADVISEMENT

ENTERED
M-DCC 79-1

MIAMI-DADE COMMUNITY COLLEGE
SOUTH CAMPUS

OCT. 10, 1979

THE NAME AND ADDRESS OF
THE STUDENT HAVE BEEN
REMOVED INTENTIONALLY

DEAR CARLOS:

IT'S GOOD TO HAVE YOU BACK AT MIAMI-DADE SOUTH. I HOPE THE INFORMATION PROVIDED IN THIS LETTER WILL HELP YOU SUCCESSFULLY COMPLETE YOUR COURSES AND REGISTER FOR AN APPROPRIATE SCHEDULE FOR NEXT TERM. ALTHOUGH WE DID NOT SEND A PROGRESS REPORT TO YOU DURING SPRING OR SUMMER TERMS, YOU SHOULD KNOW THAT YOU WILL RECEIVE AN ACADEMIC ALERT LETTER DURING BOTH FALL AND WINTER TERMS.

CARLOS, ACCURDING TO MIAMI-DADE'S STANDARDS OF ACADEMIC PROGRESS, YOUR ACADEMIC RECURD PLACES YOU IN EXTENDED PROBATION BECAUSE, ALTHOUGH YOUR CUMULATIVE RECORD INDICATES SUSPENSION, YOU DID BETTER IN THE LAST MAJOR TERM YOU ATTENDED SCHOOL. YOU MUST COMPLETE AT LEAST HALF OF CURRENT SCHEDULE WITH A 'C' AVERAGE (2.0) OR HIGHER TO CONTINUE YOUR ENROLLMENT AT THE COLLEGE. MAKE AN APPOINTMENT NOW WITH A COUNSELOR IN CAREER PLANNING AND ADVISEMENT TO REVIEW YOUR RECORD, DISCUSS OTHER APPROPRIATE INTERVENTIONS, AND PLAN YOUR NEXT SCHEDULE.

SO FAR AT LEAST ONE OF YOUR INSTRUCTORS HAS REPORTED THAT YOUR ACADEMIC PROGRESS AND ATTENDANCE NEED IMPROVEMENT. REGULAR CLASS ATTENDANCE IS IMPORTANT AND OFTEN CONTRIBUTES TO ACADEMIC SUCCESS. BE SURE YOU ARE ATTENDING ALL CLASSES AS SCHEDULED. YOU SHOULD ALSO CONTACT THE INSTRUCTOR(S) OF COURSES IN WHICH YOU ARE NOT PROGRESSING SATISFACTORILY. IF YOU ARE NOT MAKING SATISFACTORY PROGRESS BECAUSE ENGLISH IS NOT YOUR NATIVE LANGUAGE, CONSULT THE INTERNATIONAL STUDIES DEPARTMENT FOR ASSISTANCE, ROOM 6319, 596-1165. THIS IS NOT THE FIRST TERM THAT YOU HAVE BEEN ENCOURAGED TO IMPROVE YOUR PERFORMANCE. IT IS IMPORTANT THAT YOU MAKE USE OF THE HELP OFFERED.

PROGRESS IS NOT SATISFACTORY IN: ATF1940 ATT1100
NO INFORMATION IS AVAILABLE ABOUT YOUR PROGRESS IN: ATF1100
ATTENDANCE NEEDS IMPROVEMENT IN: ATF1940 ATT1100
IT SEEMS THAT YOU HAVE NOT ATTENDED ANY CLASS IN: ATF1100
CAUTION...FAILURE TO WITHDRAW PRIOR TO THE DEADLINE FOR COURSE DROPS WILL RESULT IN AN "F" GRADE.

EXTENDED PROBATION MEANS THAT YOU MAY BE ADVISED FOR A MAXIMUM OF NINE CREDITS FALL/WINTER TERMS AND THREE CREDITS SPRING/SUMMER TERMS. A COUNSELOR MUST APPROVE ALL COURSES BEFORE YOU WILL BE ALLOWED TO REGISTER. DO COME TO CAREER PLANNING AND ADVISEMENT, ROOM 3232, 596-1125, RIGHT AWAY FOR ASSISTANCE.

KEEP THIS LETTER TO BRING WITH YOU WHEN YOU DISCUSS YOUR ACADEMIC PROGRESS WITH YOUR INSTRUCTORS AND WHEN YOU RECEIVE ACADEMIC ADVISEMENT. I HOPE YOU FIND THIS INFORMATION HELPFUL AND I WISH YOU SUCCESS AT SOUTH CAMPUS.

SINCERELY,
BARBARA M. KRANTZ
DIRECTUR, CAREER PLANNING AND ADVISEMENT

ENTERED
M-DCC 78-1

MIAMI-DADE COMMUNITY COLLEGE
NEW WORLD CENTER CAMPUS

OCT. 10, 1979

THE NAME AND ADDRESS OF
THE STUDENT HAVE BEEN
REMOVED INTENTIONALLY

DEAR REINA:

I AM PLEASED TO SEE THAT YOU ENROLLED AT MIAMI-DADE NEW WORLD CENTER THIS SEMESTER. I WAS VERY HAPPY TO NOTE THAT YOU WERE PLACED ON THE DEAN'S LIST BECAUSE OF YOUR EXCELLENT ACADEMIC PERFORMANCE LAST SEMESTER. CONGRATULATIONS.

CURRENTLY, YOU ARE ENROLLED IN 2 COURSE(S) FOR 4 CREDIT(S). I AM HAPPY TO SAY THAT YOUR PROGRESS AND ATTENDANCE SO FAR HAVE BEEN REPORTED BY YOUR INSTRUCTOR(S) AS SATISFACTORY. YOU MADE A GOOD START TOWARDS ACADEMIC SUCCESS THIS TERM.

I NOTICE THAT YOU SWITCHED FROM AN UNDECIDED TO A NON-DEGREE STATUS. I ENCOURAGE YOU TO REVIEW YOUR DECISION WITH YOUR FACULTY ADVISOR OR WITH A COUNSELOR IN ACADEMIC SUPPORT SERVICES, ROOM 1640. OUR OFFICE HOURS ARE 8 A.M. TO 7 P.M. MONDAY THROUGH THURSDAY AND 8 A.M. TO 5 P.M. ON FRIDAY. TELEPHONE: 577-6714.

IN CLOSING REINA, LET ME SAY THAT YOU AND I SHARE THE BASIC GOAL OF MAKING YOUR COLLEGE EXPERIENCE AS REWARDING AS POSSIBLE. THIS LETTER, WITH ITS ANALYSIS AND RECOMMENDATIONS, INDICATES MY CONTINUING INTEREST IN SUPPORTING YOU IN THE ACHIEVEMENT OF YOUR GOALS. PLEASE BRING THIS LETTER WITH YOU THE NEXT TIME YOU MEET WITH YOUR FACULTY ADVISOR OR YOUR ACADEMIC SUPPORT SERVICES COUNSELOR. BEST WISHES FOR SUCCESS IN THE FUTURE.

SINCERELY,
CASTELL BRYANT
DIVISION OF ACADEMIC SUPPORT SERVICES

ENTERED
M-DCC 78-2

22

MIAMI-DADE COMMUNITY COLLEGE
NEW WORLD CENTER CAMPUS

ADDRESS HOLD

OCT. 10, 1979

THE NAME AND ADDRESS OF
THE STUDENT HAVE BEEN
REMOVED INTENTIONALLY

DEAR GREGORY:

I AM PLEASED TO SEE THAT YOU ENROLLED AT MIAMI-DADE NEW WORLD CENTER THIS SEMESTER. I ALSO NOTE THAT YOUR PERFORMANCE WAS SATISFACTORY LAST SEMESTER.

CURRENTLY, YOU ARE ENROLLED IN 6 COURSES FOR 14 CREDITS. AT LEAST ONE OF YOUR INSTRUCTORS HAS REPORTED THAT YOUR ACADEMIC WORK AND ATTENDANCE NEEDS IMPROVEMENT (SEE LIST BELOW). WE URGE YOU TO DISCUSS YOUR PROGRESS WITH YOUR INSTRUCTORS. IN ADDITION, MAKE SURE THAT YOUR COURSE LOAD OR OUTSIDE COMMITMENTS ARE NOT EXCESSIVE.

PROGRESS IS SATISFACTORY IN: PSY2012
PROGRESS IS NOT SATISFACTORY IN: CHM1046 MAC1114
NO INFORMATION IS AVAILABLE ABOUT YOUR PROGRESS IN: CHM1046L ZOO1010 ZOO1010L
ATTENDANCE IS SATISFACTORY IN: CHM1046 MAC1114
IT SEEMS THAT YOU HAVE NOT ATTENDED ANY CLASS IN: CHM1046L ZOO1010L
CAUTION...FAILURE TO WITHDRAW PRIOR TO THE DEADLINE FOR COURSE DROPS WILL RESULT IN AN "F" GRADE.
NO INFORMATION IS AVAILABLE ABOUT YOUR ATTENDANCE IN: PSY2012 ZOO1010

I NOTICE THAT YOU HAVE DECIDED ON A MAJOR AS OF THE CURRENT TERM. BEFORE REGISTERING NEXT SEMESTER, I ENCOURAGE YOU TO MAKE AN APPOINTMENT WITH YOUR FACULTY ADVISOR TO HELP YOU WITH COURSE SELECTION. PLEASE CONTACT YOUR DEPARTMENT FOR AN APPOINTMENT.

IN CLOSING GREGORY, LET ME SAY THAT YOU AND I SHARE THE BASIC GOAL OF MAKING YOUR COLLEGE EXPERIENCE AS REWARDING AS POSSIBLE. THIS LETTER, WITH ITS ANALYSIS AND RECOMMENDATIONS, INDICATES MY CONTINUING INTEREST IN SUPPORTING YOU IN THE ACHIEVEMENT OF YOUR GOALS. PLEASE BRING THIS LETTER WITH YOU THE NEXT TIME YOU MEET WITH YOUR FACULTY ADVISOR OR YOUR ACADEMIC SUPPORT SERVICES COUNSELOR. BEST WISHES FOR SUCCESS IN THE FUTURE.

SINCERELY,
CASTELL BRYANT
DIVISION OF ACADEMIC SUPPORT SERVICES

ENTERED
M-DCC 78-2

Implementation

The RSVP Academic Alert and Advisement system was implemented for the first time in Fall Term, 1978 for 9,706 first-time-in-college students. T.. implementation involved campus vice-presidents, registrars, all the faculty, computer operations personnel, and personnel for folding (machine-folded) and stuffing the RSVP letters. The faculty completed a midterm progress roll (shown in Figure 2) for each of their classes that had first-time-in-college students. Ninety percent (90%) of the progress rolls were returned by the faculty. In Winter Term, 1979 and Fall Term, 1979, 21,351 and 35,544 RSVP letters respectively were mailed out to the students.

Results and Evaluations

At the administrative, faculty, and student levels, the RSVP Academic Alert and Advisement program was received well and endorsed for continuation. The student evaluation consisted of telephone interviews with 478 students (randomly selected) and the faculty evaluation consisted of a short questionnaire. Summaries of the findings from both surveys are presented in Appendixes C and D respectively.

The RSVP system has an enormous capacity for storage and easy retrieval of data. While space does not permit the inclusion of all the data, some pertinent information is presented in Table I.

After the RSVP Academic Alert and Advisement letters are mailed out at midterm, each campus attempts follow-up projects with special groups of students, such as those needing improvement, international students, etc.

JOB-ID ACA34J00 MIAMI-DADE COMMUNITY COLLEGE RUN DATE 09/18/79

ACADEMIC ALERT
PROGRESS ROLL

COURSE	INSTR NAME/ CLASS TIME	STARTING DATE	ENDING DATE	SEQ NUM	PAGE	CAMPUS DIV/DPT
SSI 1011	ALVAREZ ROLANDO	08/21/79	12/13/79	04245	1 OF 4	300 1 WD

SEQ	STUDENT NAME	STUDENT NO.	PROG	ATEND
1	ABRAHAMSEN ROBERT	8055532	*	* * 1
2	ADASME SERGIO ALEXIS	8069123	*	* * 2
3	ALBALADEJO ALBERTO	8050023	*	* * 3
4	ALFONSO JOSE AGUSTIN	8061416	*	* * 4
5	ALGARRA MAURICIO	8068414	*	* * 5
6	ALTMANN THOMAS M	8069024	*	* * 6
7	ALVAREZ JACQUELINE	8062103	*	* * 7
8	ALVAREZ MERCECES	8063804	*	* * 8
9	ALVAREZ ROXANE CARIDAD	8065105	*	* * 9
10	ALVAREZ XIOMARA CARIDAD	8062015	*	* * 10
11	APONTE,JR HIPOLITO	8055727	*	* * 11
12	ARAGHI MOHSEN DASTOOOZ	7097617	*	* * 12
13	ARENAS EDUARDO	7097337	*	* * 13
14	BAEZ LEONOR	8068311	*	* * 14
15	BARO MARGARITA XIOMARA	8047534	*	* * 15
16	BARRETT MONA L	8062935	*	* * 16
17	BARRON,JR WILLIAM LESTER	8068142	*	* * 17
18	BAS ROMAN E	8052635	*	* * 18
19	BELTRAN BERNIE	8069207	*	* * 19
20	BENCOMO MAYDA JOSEFINA	8061710	*	* * 20
21	BENOIT SERGE	7106147	*	* * 21
22	BETANCOR TANIA MARIA	8047536	*	* * 22
23	BLACKMON SABRINA ANNETTE	6090933	*	* * 23
24	BROOKS DEBRA	8067527	*	* * 24
25	BROWN HAROLD DEVONE	8059942	*	* * 25
26	BUSTILLOS MANUEL JORGE	8067245	*	* * 26
27	BUTLER FRED BERNARD	8057204	*	* * 27
28	CAMPBELL JEFFREY L	6118407	*	* * 28
29	CARDONA GLORIA C	8062106	*	* * 29
30	CARRION WILLIAM	8064609	*	* * 30
31	CARTER HELEN DORIS	8068147	*	* * 31
32	CASTRO MARTHA ALEXANDRA	8049533	*	* * 32
33	CERNADAS ALEJANDRO	8063136	*	* * 33
34	CHISHOLM AVA SUZANNE	8061004	*	* * 34
35	CHRISTIE BART DONALD	8067127	*	* * 35
36	COLLS ODALIS AGUEDA	7103828	*	* * 36
37	CONCEPCION SILVIO BAEZ	7009310	*	* * 37
38	CORDERO WALTER ERNESTO	7063150	*	* * 38
39	DELAROSA BERTHA LYDIA	7108130	*	* * 39
40	DELGADO-GUANCHE MIRNA	8061738	*	* * 40
41	DEMETRIC MIRMONDE L	8066407	*	* * 41
42	DEWENT GILBERT	8061723	*	* * 42
43	DIAZ ANA LOURDES	8069333	*	* * 43
44	DOKTORCYK MARY SUSAN	6121724	*	* * 44

LEGEND
PROGRESS
S = SATISFACTORY
I = IMPROVEMENT NEEDED
N = NO EVALUATION
ATTENDANCE
S = SATISFACTORY
I = IMPROVEMENT NEEDED
N = NO SHOW
D = DOES NOT APPLY

Figure 2

SIGNATURE

KEYPUNCH - COLUMNS 67-80 FOR PROG CARD PUNCH 01791300042451
KEYPUNCH - COLUMNS 67-80 FOR ATND CARD PUNCH 01791300042452

TABLE I

RSVP ACADEMIC ALERT AND ADVISEMENT STATISTICS

	Fall 1978		Winter 1979		Fall 1979	
	New	Continuing	New	Continuing	New	Continuing
Number of RSVP letters mailed out.	9,706	-	8,187	12,164	11,983	23,561
Number of students active.	9,706	-	8,187	7,955	11,983	12,134
Students with Satisfactory progress.	40%	-	46%	45%	48%	46%
Students needing improvement.	43%	-	33%	49%	35%	39%
Students with no information.	17%	-	21%	6%	17%	15%
Students with poor attendance.	31%	-	29%	38%	25%	28%
Students decided about a program.	72%	-	52%	67%	65%	68%

While Miami-Dade continues to refine and evaluate the Academic Alert and Advisement system, approximately 35,000 students are provided with individualized advisement all within a span of a week (from computer processing to mailing). The quantity and quality of information included in the RSVP advisement letters gives promise for better course selection and better utilization of support services. Thus, computer technology can be creatively applied to the academic advisement process. While reliance on computers may seem to present an antithesis to the humane aspects of academic advisement, Miami-Dade believes that it is well on its way to demonstrating that the essential elements of human intervention can be enhanced through computer-based academic advisement.

Appendix A

MIAMI-DADE COMMUNITY COLLEGE

STANDARDS OF ACADEMIC PROGRESS

Effective Fall Term, 1978

The primary purpose for adopting new standards of Academic Progress is for the College to be better able to identify and provide assistance for students with academic difficulties. Most students at Miami-Dade do make satisfactory academic progress. However, for those students who experience academic difficulties, the Standards of Academic Progress will alert them and the College in order to correct academic weaknesses at an early point in their college career. The standards include limiting the number of credits for which students register and prescribe specific kinds of assistance.

The Standards are not intended to discourage or penalize students who are sincerely trying to make good use of the College's instructional services. Rather, the College is committed to providing students as much assistance as possible, so they may be successful in achieving their educational goals. The new Standards of Academic Progress provide students a variety of means to solve their academic problems and to begin to make satisfactory progress. The overall effect of these new Standards should be more satisfactory performance by students in their courses, better use of the special resources provided for students having academic difficulties, and increased public support for the College's efforts to provide sound educational programs of the highest quality.

ACADEMIC STANDARDS CATEGORY	RESULT
A. 7-16 credits attempted with less than a 1.5 cumulative grade point average	Academic warning
B. 17-29 credits registered for but earned credit in less than half	Academic probation
C. 17-29 credits attempted with less than a 1.5 cumulative grade point average	Academic probation
D. 30+ credits registered for but earned credit in less than half	Academic suspension*
E. 30+ credits attempted with less than a 1.5 cumulative grade point average	Academic suspension*

Note: In calculating the category of courses registered for bu earned less than half, incomplete grades (I) and audit grades (X) will not be calculated.

DEFINITIONS: STANDARDS OF ACADEMIC PROGRESS RESULTS

Academic warning signifies there will be a limitation of 9 credits in the Fall Term, 9 credits in the Winter Term, 3 credits in the Spring Term and 3 credits in the Summer Term. In addition, students should take 3 or more credits as part of a prescribed program of intervention which attempts to assist the student. In such cases, the limitation of credits may be increased to 12. This program of intervention may include developmental studies, a study skill course, career counseling or a combination of all three.

Academic probation signifies there will be a limitation of 9 credits in the Fall Term, 9 credits in the Winter Term, 3 credits in the Spring Term,

and 3 credits in the Summer Term. As part of the credit limitation students should have 3 or more credits prescribed as part of a program of intervention.

Note: Students in this category (academic probation) who on the basis of each term's performance earn half of their credit and maintain a 2.0 term grade point average will never be suspended for academic reason.

*Academic suspension requires a student to discontinue enrollment at Miami-Dade through the next major term. (Neither the Spring Term, nor the Summer Term, nor the combination of both is considered a major term.)

Probation after suspension. Students who discontinue their enrollment because of suspension during a major term may reenter the College and continue for each subsequent term of enrollment, provided they maintain a 2.0 term grade point average and earn credit in at least half the credits for which they register.

Academic dismissal represents a separation of the student from Miami-Dade Community College for at least twelve months. Academic dismissal occurs after students fail to meet the minimum requirements during probation after suspension. If, after being readmitted following suspension, the students fail to meet minimum standards, which are maintaining a 2.0 term grade point average and earning credit in at least half the courses for which they are registered, they will be separated from the College.

Students are eligible to apply for readmission to the College after the dismissal period. Admission will be on a petition basis; in order for

readmission to be approved, the petition must present evidence of some change in the student's circumstances.

Miami-Dade Community College

11011 S.W. 104 Street, Miami, Florida 33176

Medical Center Campus
950 N.W. 20 Street
Miami, Florida 33136

New World Center Campus
300 N.E. 2 Avenue
Miami, Florida 33132

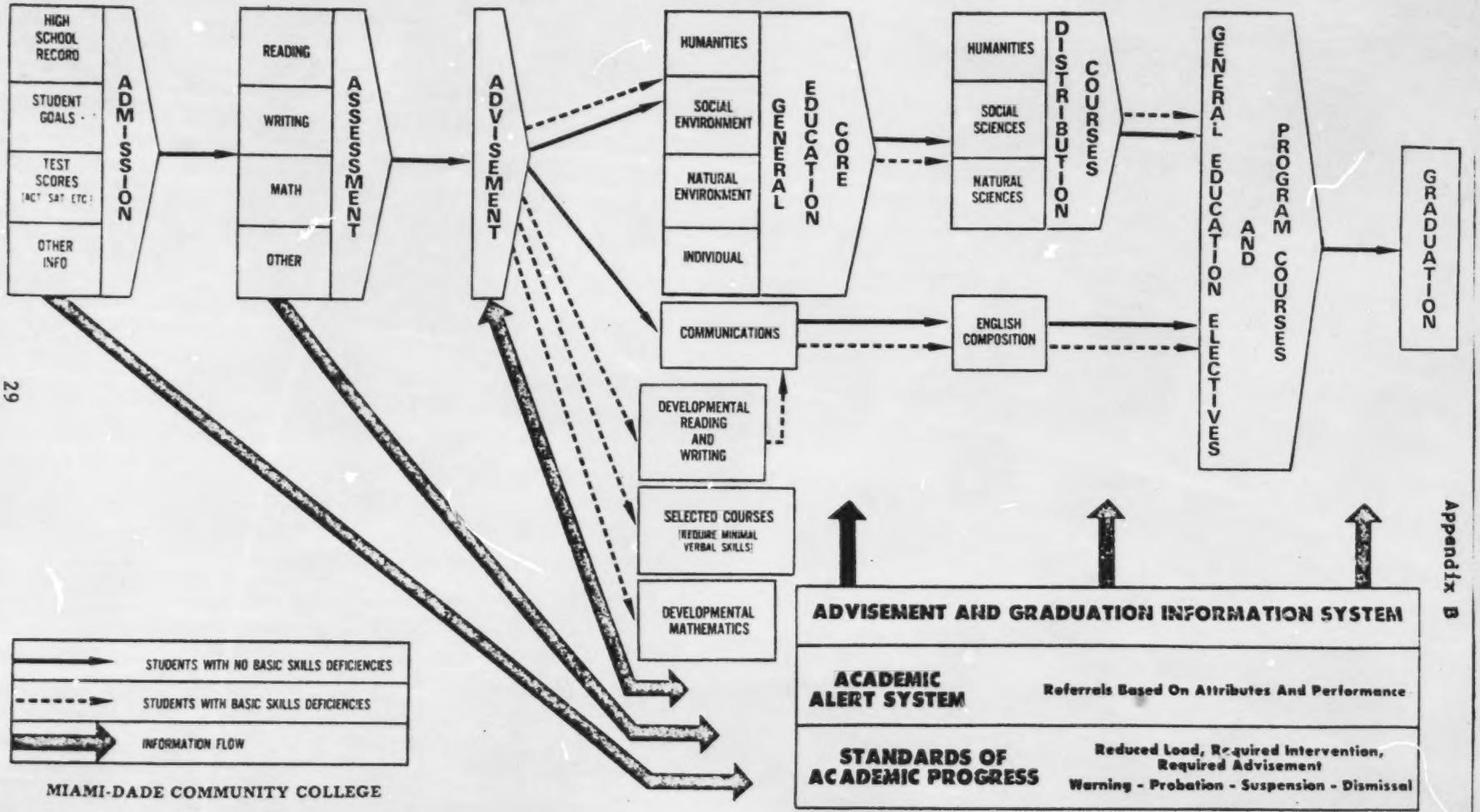
North Campus
11380 N.W. 27 Avenue
Miami, Florida 33167

South Campus
11011 S.W. 104 Street
Miami, Florida 33176

M-DCC Policy, Effective Fall Term, 1978 and thereafter.

*Continuing, former, and transfer students phase into Academic Standards of Progress during Fall and Winter Terms, 1978-79. There will be no academic suspension for any student during this period.

ASSOCIATE IN ARTS STUDENT FLOW MODEL



MIAMI-DADE COMMUNITY COLLEGE

Appendix B

Credit for Appendixes C and D

goes to:

John Zeien

Assistant Dean of Students

South Campus

Miami-Dade Community College

Appendix C

TELEPHONE SURVEY RESULTS FROM STUDENTS RECEIVING ACADEMIC ALERT ADVISEMENT LETTERS - Fall Term, 1978

A survey sample of 398 students was randomly selected from the four campuses of Miami-Dade Community College to gather information concerning student reaction to the Academic Alert and Advisement letters mailed during the Fall Term, 1978. Forty students from the sample could not be reached by the callers. An additional forty-three students indicated that they did not recall or stated they did not receive the letters. The following information is from those students who did receive the Academic Alert and Advisement letters and were able to provide information for the telephone survey.

1. The telephone survey had a 90 percent contact or "hit" rate from the sample. Of those reached, 88 responded "yes" when asked if they had received the letter.
2. Of those receiving the letter, 99 indicated that their letter was clear to them; 89 percent stated that their letter was accurate.
3. The survey was designed to discover if the students were inclined to discuss their letter with their instructors or other persons. The survey data reveal that:
   a. 19 percent of the students discussed their letter with their instructors.
   b. 9.2 percent discussed their letter with their faculty advisor.
   c. 8 percent of the students discussed their letter with other students.
   d. 29.5 percent discussed their letter with their parents.

4. The survey was also designed to discover if the students responded to any of the suggestions made in their letters. The survey data reveal that:
   a. 12 percent inproved their attendance in classes that were reported as needing improved attendance.
   b. 3.8 percent contacted their campus learning support center.
   c. 2.2 percent sought career counseling.
   d. 11.7 percent dropped courses after receiving their letter.
5. The survey was designed to discover if students would use the letters in Academic Advisement. The survey data revealed that 11.9 percent did take their letter to advisement, 28.7 percent did not take their letter with them to an advisement session, and 59.4 percent had not yet been advised at the time of the survey.
6. 93 percent of the students receiving letters felt that the letters should be continued in the future. Some individual comments from students:
   a. Send letters out after midterm exams.
   b. Show grade point average in letters.
   c. Tells how you are doing - very good idea to send letters.
   d. Letters very helpful.
   e. Did not like the use of the word "satisfactory": sounds too average.
   f. Letters very good - Lets students know where they stand before end of term.
   g. Student feels he is not just a number because the College cares enough to send letters.

Appendix D

Preliminary Report

Academic Alert Faculty Survey

The Miami-Dade faculty was surveyed to discover their reaction to the Academic Alert and Advisement System during the Winter Term (78-2). A 50% sample of the faculty was selected from the payroll records of the college. 393 questionnaires were distributed to the faculty. A response rate of 49.1% from all the campuses was achieved for this survey. The following information outlines the results in a preliminary fashion:

1) 94.1% of those responding indicated that they made use of the Academic Alert grade rolls during the 78-1 Fall Term. 96% of the respondents found the format of the grade rolls easy to understand.
2) 75.9% of the faculty respondents reported that students who received notification of needed improvement in progress (in class) "did not" contact faculty or that "very few" contacted faculty to discuss this information. Attendance in class received a similar response rate (79.4%). Students who were considered "no shows" to class by faculty received notification of attendance from their faculty. 94.7% of the faculty reported "very few" or "no" responses from this group of students.
3) The faculty reported that "very few" (23.9%) or "none" (53.3%) of the students brought the letters they received to conferences with their teachers.
4) 79.4% of the faculty indicated that they were able to adequately rate student progress in class at seven weeks; 20.6% indicated "no" to the question. The basis for the evaluations by faculty were:

	% No	% Yes
Daily Quizes	76.2	23.8
Reports	65.3	34.7
Class Participation	37.8	62.2
Tests	30.1	69.9
Other Means	89.6	10.4

5) The faculty were asked whether or not they perceived improvement in class attendance or class progress in students they identified for the Academic Alert letters. 29.7% of the faculty reported attendance improvement for categories of "nearly everyone" or "most"; 43.6% and 26.7% were reported for categories of "very few" and "none" respectively. Progress improvement for "nearly everyone" (0.6%), "most" (25.8%), "very few" (55.2%), and "none" (18.4%).

6) Faculty who had advisement responsibilities were asked if their advisees brought their Academic Alert letters with them to the advisement conferences. 31.1% of the faculty reported "yes"; 68.1% reported "no." There were 58 missing responses to this item.

7) Faculty were asked if they thought students would follow the recommendations made to them in the Academic Alert letters. 43.4% of the faculty indicated that (in their opinion) "half or more" of the students would respond to the recommendations received via the letters. 56.6% indicated that "very few" or "none" would respond.

8) Faculty assessment of the students' reactions to receiving the Academic Alert letters was as follows:

	%
Positive	38.3

	%
Negative	6.2
Indifferent	55.5

9) Faculty were asked if they felt that the Academic Alert and Advisement System had positive benefits for faculty. This question required a write-in response. Some comments received were:

a) Too much paperwork.

b) Yes - if it encourages students to seek help.

c) Helps to pinpoint weak students.

d) Only if students follow up.

e) Not any more than my usual class system except that system reaches students not attending.

f) Reinforces what I try to do individually in class.

g) It singles out the students who need more individual attention.

10) A series of statements was presented to the faculty respondents to gather information on their overall assessment of the Academic Alert and Advisement System. Faculty were asked to check items or statements that "applied." The results, tabulated as yes/no responses, were:

	% Yes	% No
a) Positive move to improve quality of student performance	52.8	47.2
b) Can, with modifications, provide benefits for students	38.3	61.7
c) It's spoon-feeding	8.8	91.2
d) Encourages students to contact faculty to solve academic difficulties	51.8	48.2
e) Helps in the academic advisement of students	40.9	59.1

		% Yes	% No
f)	Is just another administrative duty for faculty members	15.0	85.0
g)	Promotes retention of students	28.5	71.5
h)	Identifies potential high-risk student early on	65.3	34.7
i)	Administrative dabbling in the classroom	2.1	97.9

11) Finally, 88.1% of the faculty indicated that the Academic Alert and Advisement System should be continued; 11.9% responded in the negative.

ERIC Clearinghouse for Junior Colleges
96 Powell Library Building
University of California
Los Angeles, California 90024

JUL 2 1982